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ABSTRACT

A Morehead State University project field tested the feasibility and utility of a comprehensive vocational training program, the Employability Skills Series of the Adkin Life Skills Program. The study involved nine adult program sites at these levels: adult education/GED (General Education Development training) students, post-GED CETA (Comprehensive Employment and Training Act) students, and participants in community education programs. Preference was given to adults who read at a fifth grade level or above, but many of the 170 who were enrolled did not. Project design provided for an urban to rural comparison of student reaction to materials, student learning, and the relative improvement in employability skills. A student survey collected enrollment data and basic information. Following the end of each of the ten units of instruction the students completed a progress evaluation survey. Results reveal an overall positive attitude toward the materials and less benefit for students reading below the fifth grade level. Recommendations are expansion to the secondary level, assessment of student employment success, incorporation of the curriculum into existing job readiness training, and adaptation of audiovisual materials specific to geographic region. (Appendixes include additional data, a followup questionnaire, and the student survey.) (YLB)

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Final Report

Project No. 498AH70161
Grant No. G007701954

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APPALACHIAN EMPLOYABILITY SKILLS PROJECT

August 14, 1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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ABSTRACT

The first year research effort was designed to field test a new, comprehensive vocational training program (Employability Skills Series of the Adkin Life Skills Program) which is highly structured in its learning approach to employment problems of youth and adults. The trainer's program used is a teaching/learning system which deals with affective as well as cognitive aspects of life and vocational development.

The project field-tested the feasibility and utility of the program in three sub-regions of rural Northeastern Kentucky, Lexington-metro and Louisville-metro at the following levels: adult education/GED students; post-GED students (CETA); and participants of community education programs.

The study involved ten adult program sites in Kentucky. Six sites were in rural Northeastern Kentucky and three were in the Lexington-metro and Louisville-metro areas. A total of 170 students were enrolled and only one site received all ten (10) units of training, thus serving, inadvertently, as a control group.

Preference was given to those adults who read at a fifth grade level or above, but many were included who did not.

Prior to the conclusion of each unit of instruction an evaluation survey was taken from each class to obtain immediate impressions by the students of the value of the concluding unit. A longitudinal survey is scheduled to be conducted following the first anniversary date of the student completion of the employability skills training.

The longitudinal study is designed to provide follow-up data on student employment success, job satisfaction and the success of the employment-life coping training.

The results of this field test were demonstrated and disseminated to other vocational training and adult education institutions throughout the Commonwealth of Kentucky and neighboring states through the NAPCAE Teacher Training Conference for Region IV in Nashville, the Correctional Education Association Conference in Cincinnati, the Kentucky Career Education Conference in Louisville, and an Administrator/Teacher workshop at Morehead State University. The dissemination activities were designed to encourage the adoption or adaption of the curriculum content, materials, counseling and teaching methods demonstrated during the research year. The project materials will continue to be used for those purposes in sites throughout the State of Kentucky.

ACKNOWLEDGEMENTS

The research and demonstration activities described in the following report were undertaken by the project staff with the cooperation and support of many persons and agencies throughout the state of Kentucky. Without the assistance of the following persons and many others, the project operation would not have been possible.

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Sincere appreciation is expressed to all those persons who assisted
in a variety of roles throughout the year.

Final Report

Project No. 498AH70161
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APPALACHIAN EMPLOYABILITY SKILLS PROJECT

Gary W. Wilson
D. Kay Freeland

Morehead State University
Appalachian Adult Education Center

Morehead, Kentucky

August 14, 1978

The research reported herein was performed pursuant to a demonstration grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
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Office of Education

Bureau of Occupational and Adult Education

PREFACE

by

George Eyster

APPALACHIAN EMPLOYABILITY SKILLS PROJECT

The Appalachian Adult Education Center, through the instrument of the document which follows, presents the final report of the Appalachian Employability Skills Project funded through Vocational Education Research, Grant authority CFDA-13.498A.

The interest, urgency and pursuit of the project can be traced over a period of ten years in the developmental nature of the Appalachian Adult Education Center, a research and demonstration in adult education. The Center observed improved practice studies and success in the teaching of basic and vocational skills, but a surprising absence or failure in the teaching of the application of basic skills to life/family/job problem solving.

In 1972, with the support of the U.S. Office of Education, the Center convened the first North American conference concerned with functional or life coping skills. Participants were selected from the most important documents and projects identified in the literature search--the names and agencies give greater clues to the importance of the conference than do specific bibliographies: Vincent Amanna, the Rural Family Development Project (RFD) at the University of Wisconsin, Madison; Warren Ceurvels, the National Multi-media Center for Adult Basic Education, Montclair (New Jersey) State College; Steward Conger, Saskatchewan New Start, Inc.; Norvell Northcutt and Mary Lou Emerson, the Adult Performance Level Study at the University of Texas; Mardell Grothe, Columbia University's Life Skills Project; Winston Lear, Project on Library/Media Services, Appalachian State University, North Carolina; Michael O'Donnell, Right to Read Community Based Reading Center, University of Maine; and William Wilson and John Frazer, the General Education Development Project of the

Kentucky Educational Television.

The results of the conference lead each agency noted above to pursue select areas in establishing, improving and expanding program efforts in adult performance or functional skills beyond those which might be considered basic academic skills. We have continued to interrelate our agency efforts and products.

The final and modest work (product) of the Appalachian Center was a categorization of Life Coping Skills and a major bibliography entitled, INFORMATION FOR EVERYDAY SURVIVAL, WHAT YOU NEED AND WHERE TO GET IT, published by the American Library Association and in use throughout adult education and public library programs.

The work of the Adult Performance Level (APL) has focused attention upon definition and measurement of adult functional literacy. Project New Start specialized in the study and the application of basic skills in specific job performance. The LIFE SKILLS SERIES, were concepts developed over a three-year period at Teachers College, Columbia University, by Dr. Winford Adkins. The Employability Skills Series, published by the Psychological Corporation, was considered by most adult education authorities to be the most unique, important curriculum system developed for adults (designed to help them learn how to seek, find, get and keep a job) but because the cost of the audiovisual and print series was high wide use was inhibited.

The AAEC wanted to demonstrate the value of the Employability Skills Series in Kentucky and found, in the guidelines for Vocational Research Projects, an opportunity for funding.

The Center, as a grantee initiated the Employability Skills program in a variety of Kentucky locations and among different populations.

The program, materials, and instruction were highly successful. All proposal objectives were achieved including: (1) the adoption of the system through the Commonwealth of Kentucky, Human Resources Department; (2) the employment and funding of the University Employability Skills staff and Learning Center in State-wide demonstration and training; and, (3) the revision of portions of the audiovisual material to more closely reflect the language and characteristics of the southeastern part of the United States.

The Final Report, which follows details the procedure, process, client groups, evaluation and future projections of the Appalachian Employability Skills Project.

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CHAPTER ONE

INTRODUCTION

Researchers in the education of adults have continued to identify a number of problems which limit the effectiveness of learning programs. Many adults, for example, who are successful in achieving basic literacy skill levels have not received enough help in clarifying their vocational goals, in dealing with the many different life problems which interfere with their training, and in positive employability attitude development.

Adult students have many complex psychological, social, family, and medical problems which, if neglected, will prevent or interfere with successful employment opportunities. Informal counseling methods and the content of traditional coping skills material have failed to provide the capability for successful pre and post employment training among adult students. Without the opportunity to acquire new experience or discover new ways of handling employment difficulties, employment continuity and/or satisfaction is elusive for adults.

The experiences of the Appalachian Adult Education Center, the A.A.E.C., has provided the experimental evidence supported by a long range data base of the need for employability skills training linked directly to vocational and related adult education programs in the Appalachian Region of eastern Kentucky. The experimental evidence of the A.A.E.C. indicates that basic skills instruction is a disservice unless accompanied by instruction which leads to the application of those newly acquired skills in information seeking, problem solving and/or employability areas. The A.A.E.C., therefore, proposed to field test and demonstrate a life skills learning system designed to train adults involved in other basic skill training or educational

programs. The focus of instruction was to improve or develop performance level competencies and skills in the world of work for individual survival employment and self-realization.

The objectives of the Morehead State University project were to:

- (1) field test the feasibility and utilization of a new comprehensive vocational education training program (Employability Skills Series of the Adkins Life Skills Program) which is a highly structured learning approach to employability problems of adults for statewide and Appalachian Region demonstrational purposes;
- (2) study the feasibility and utilization of the Employability Skills Series under a variety of conditions ranging from GED training and post-GED training to the community education setting.

The subobjectives of the Morehead State University project were to assist adult learners enrolled in demonstration classes to:

- (1) explore their own interests and abilities and relate these to occupational fields, jobs of interest, and training programs;
- (2) acquire the knowledge and behaviors that can enable them to take full advantage of training and employment opportunities;
- (3) identify and use sources of career information;
- (4) plan time for personal and vocational goals;
- (5) present themselves effectively; and
- (6) develop strategies and habits that will aid in keeping a job.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The Appalachian Adult Education Center (AAEC) which was active for a period of ten years identified a major problem in its' work in adult education related to program successes in teaching basic and vocational skills. That problem was failure to teach and relate the application of those skills to life, family and job problem solving.

In 1972, the AAEC initiated a North American conference on coping skills which was held at Morehead State University. The purpose of the conference was to define the coping skills categories which were most important to new readers. The consultants participating were: Vincent Amanna, the Rural Family Development Project (RED) at the University of Wisconsin at Madison; Warren Ceurvals, the National Multi-media Center for Adult Basic Education, Montclair State College of New Jersey; Steward Congen, Saskatchewan New Start, Inc.; Norvell Northcult and Mary Lou Emerson, the Adult Performance Level Study at the University of Texas; Mardell Grathe, Columbia University's Life Skills Project; Winston Lear, Project on Library/Media Services, Appalachian State University, North Carolina; Michael O'Donnell, Right to Read Community Based Reading Center, University of Maine; and William Wilson and John Frazier, the General Education Development Project of the Kentucky Educational Television.

The overall conference statement was that the relationship of increased basic literacy skills to increase employment was not good for all the expectations of literacy training.

The Appalachian Adult Education Center has been in constant contact with both the Adult Performance Level Study and with the Columbia University

Life Skills Project since the 1972 conference. The Columbia University Life Skills Project is the curricular source for the materials used in the Morehead State University demonstration project.

The work of the (APL) Adult Performance Level Studies has received national attention for its adult proficiency studies.

The Employability Skills Series, developed over a three year period at Teachers' College Columbia University, is an element of the Life Coping Skills counseling concept discussed by Dr. Winthrop R. Adkins in his May, 1974 paper "Life Coping Skills: A Fifth Curriculum" published by Columbia University Press and the National Institute of Education. The Employability Skills Series is especially discussed in Dr. Adkin's June, 1973 paper entitled "Life Skills Education for Adult Learners", published in the Adult Leadership.

Dr. Adkins identified the following ineffective outcome of Adult Education programs:

students coming to adult education programs have not received sufficient help in clarifying their vocational and educational goals in dealing with the many difficult life problems which interfere with their training and employability.

Due to the suggestions of the available literature and his own experiences with the AAEC, George W. Eyster felt that a demonstration project in employability skills specifically researching a Kentucky population from both the urban setting and rural setting was needed. The proposal was funded and this report of activities is the result. (See page 17.)

CHAPTER THREE

METHOD

Project Design. The project design provided for an urban to rural comparison of student reaction to materials, student learning resulting from the effectiveness of materials and techniques, and the relative improvement of employability skills of the two client groups following training. Urban client groups (learners) and rural client groups (learners) were to be selected as representatives of General Education Development (GED) training, individual post-GED employment situations, and a variety of support systems for employment training, such as CETA, WIN, etc. (See page 94.)

There were to be two (2) class groups involved in on-going GED training with at least a cumulative class enrollment of twenty (20), two (2) class groups involved in activities subsequent to successfully completing GED examination requirements with at least a cumulative class enrollment of twenty (20), and an unspecified number of students enrolled in various support systems, such as CETA, WIN, etc. The rural client groups were to be clearly the majority in the project training.

The hours per class were to range from 80 hours to 120 hours depending on specific group mastery of materials and/or time sequencing due to external variables.

Student learners were not paid directly from the project, but participated in the project as the result of course requirements in GED, vocational training, CETA training or WIN training. Some students were participants as the result of volunteering for the research class which will be shown later.

Sex and age of student subjects were not pre-conditions for participating in the research except in the case of secondary education age students. (No currently-enrolled secondary education or post secondary student was eligible.)

Project Curriculum. The project curriculum had (and has) the following characteristics:

- (1) It is focused on the specific vocational, educational, and personal problems experienced by the majority of the trainees.
- (2) It takes full advantage of the positive peer relationships of adolescents and adults by maximizing group activities on areas of common concern and yet it provides for individual needs through individual programming.
- (3) It builds on the experience, knowledge and skills trainees already possess and provides a means for improving problem-solving skills by acquiring new life experiences, knowledge and new life skills.
- (4) It provides trainees with alternative strategies for perceiving and resolving life problems and encourages them to make a series of conscious but informed choices about their personal values and objectives.
- (5) It is sufficiently structured to permit the group to deal with one problem at a time and to experience success and cumulative progress in resolving an increasing number of related problems.
- (6) It requires trainees to actively engage in exploring their environment and provides a means of reflecting on their experiences and settings before implementing new goals.
- (7) It demonstrates the utility of knowledge and the value of learning by reading, studying, and researching as well as by experience through group discussion.
- (8) It enables the group to apply its accumulated and newly acquired knowledge to real life problems and provides an opportunity for practice.

The program utilizes a "Problem-Centered Structured Inquiry" model.

The process of curriculum development itself consists of two parts and four stages. The instructional sequence for each unit consists of four stages: Stimulus, Evocation, Objective Inquiry, and Application. The Stimulus Stage (usually a five-minute film of videotape or case study) is designed to frame

the problem in an emotionally arousing way. Its intent is to set the next stage, Evocation, in which a group of 10 to 15 learners are encouraged to describe what they already know about their problem and to explore various solutions. Having defined what is already known, the group then becomes curious about what is not known about the problem. The Objective Inquiry provides relevant new knowledge and experience through various media (articles, audio tapes, modeling video tapes, tests questionnaires, interviews, discussions and lectures by experts, field trips). Once this new knowledge is discussed and incorporated cognitively with pre-existing knowledge, the group is ready to begin to translate it into action. The Application Stage facilitates behavioral mastery by providing an opportunity for members of the group to practice behaviors relevant to the solution of the problem in simulated or real-life settings.

Apparatus and Materials. The project curriculum was based on the Ten Unit Employability Skills Series of the Adkins Life Skills Program materials which are commercially produced by The Psychological Corporation, Industrial Services Division. The theory and rationale for the Life Skills Learning Model were developed through a series of New York State and U.S. Office of Education grants to Dr. Winthrop R. Adkins, Associate Professor of Psychology and Education, Teachers College, Columbia University. (See Appendix XV, page 77.)

The following pieces of equipment were used to deliver the multi-media curriculum to the participating students: two video tape recorders, reel to reel EIAF type; one AVC-3400 Porta-rover camera with microphone, cables, tripod and 12.5-75 mm lens; two 18 inch black and white monitors; and four sixty-minute 7 inch blank Memorex video tapes; two Telex listening centers, nine (six position) model #753 with volume control and head sets; two Califone cassette recorders (model 3530); one portable 3M acetate projector; one portable flip-chart easel; and one 4' x 8' wood frame

chalkboard which both sides were used.

Ten general categories of employability skills were taught but not all classes received the total sequence of ten. "Who I Am and Where I Want to Go" which was the first unit focuses on enabling the students to assess and understand their own characteristics and qualities prior to making a vocational decision. Unit two, "Ten Occupational Fields: How Do I Explore Them?" provides the opportunity to carefully think about the kinds of employment which might satisfy them. "Jobs and Training: Beginning the Search," the third unit, is designed to help students acquire a sensitivity to the jobs and training opportunities in their own environment. (It also assists the learners in making local job inquiries through phone calls, business letters, etc.) Unit four, "Employment Agencies and Personal Contacts," is designed to open to students the field of personal contacts (family members, friends, and people who are, more or less, strangers) and employment agencies both private and state. "Choosing a Good Job for Myself" is designed to prevent disadvantaged or undereducated students from restricting the scope of job possibilities. Units six and seven are of a different nature than the first five units because they are designed to train students who, basically, are not futuristic in the methods of goal-setting and planning - "Planning for Personal Goals" and "Developing a Vocational Plan." The last three units change to a system of selling skills and personal characteristics to an employer and keeping the job once it is secured. Unit eight, "Looking Good on Paper," is designed to assist with the difficult task of successfully completing the application form while unit nine, "The Job Interview: How to be Effective," is the culmination of a good application-form exercise brought to the conversational level with a potential employer. The last unit, "Keeping My Job: Habits that Help," has the purpose of educating the disadvantaged student to the problems which effect a good attendance record (the most common cause for dismissal).

RESEARCH PROCEDURE

The research project was undertaken to study the feasibility and useful value of an employability skills series within existing adult training programs. The Adkins Series was utilized due to the nature of its versatility and its highly structured curriculum.

PERSONNEL

Mr. George Eyster served as project director and was the author of the proposal which received funding from the Bureau of Occupational and Adult Education, U.S. Department of Education. Mr. Eyster served as Director of the Appalachian Adult Education Center from 1967 to 1977. Since 1977, George Eyster has served as Director of Human Resources and is currently the Director of Continuing Education with the Bureau of University and Regional Services, Morehead State University.

The qualifications of the instructional and research staff, Mr. Gary W. Wilson and Mrs. D. Kay Freeland, may be reviewed in the appendix.

RESEARCH TEST SITES

Nine test sites were selected for the purpose of the study. The initial Phase I sites included the Blue Grass Training Program in Lexington, the Dawson Adult Learning Laboratory in Louisville, the Ashland Adult Learning Center in Ashland, and the Adult Community Education Center in Mt. Sterling. The Phase II sites included a Kentucky Bureau for Manpower Services WIN recipient group in Morehead, a Rowan County Alternative High School group (GED students) in Morehead, The Kentucky Correctional Institution for Women, pre-release, in Oldham County,

a Lee County Community Education Career Training Program at Beattyville, and the CETA Adult Career Education Program at Ashland City High School in Ashland. A total sample of 170 students was involved at the nine sites.

DESCRIPTION OF PROJECT SITES

As previously stated, an urban to rural comparison was made with the majority of research test sites being rural. To provide a clear impression of individual reaching environments, and to reveal that the training can be provided under varied conditions, a brief description of each site is provided below beginning with the urban research sites.

Urban site - Lexington Blue Grass Manpower Training Program

The employability skills class in Lexington met in the job readiness and adult education section of the Blue Grass Manpower Training Program located at 190 North Upper Street. The training program involved CETA and city-sponsored job preparation activities, youth programs, general family counseling, etc. The classroom consisted of one large room with high ceilings, a partitioned area regularly used by other staff, and ample arm-chair desks for students. The classes met two days a week for three hours each day. The students were paid to attend classes in chosen vocational studies, adult basic education or general educational development preparation and, therefore, indirectly for employability skills as it was a part of the total curriculum for students who were selected. The staff at BGMP selected the students to be screened, but the students who were screened could then choose to enter the employability skills class. There were 22 women and 7 men in the class, but not all students began and completed the studies together.

Urban site - Louisville - Dawson Adult Learning Laboratory

The Dawson Learning Laboratory class met in a classroom located in the rear of the laboratory which was the basement floor of the Dawson Adult edu-

cation center. The classroom was equipped with audio/video equipment and provided access to a private exit. The class met two hours each Monday and Wednesday from November 7, 1977 until January 21, 1978.

The students volunteered from the open entry/open exit GED laboratory. This class was very difficult to conduct due to sporadic initial membership and attendance. The winter weather in December and January ended the class prior to scheduled completion.

Rural site - Morehead - Bureau of Manpower Services (WIN)

The employability skills class in Morehead met in a model laboratory on the Morehead State University campus. All audio/video hardware and software were available with an internally controlled classroom environment.

The class consisted of eleven women returning to work outside the home following the maturing of their children, a divorce, or a separation. Only two women had never worked outside the home. The personal work goal success following the four week, four hours per day class was excellent as shown in the counselor's letter. (Appendix XIII.)

Rural site - Beattyville - Lee County Community Education Program

The employability skills class in Beattyville met in a basement room of the Lee County Board of Education building. The facilities were in very poor physical condition. The building was occasionally used as the meeting place for the circuit court. When court was in session, the classroom was used as the judge's chambers necessitating a move to a senior citizens' Title VII meals facility. The regular classroom had only one electrical outlet, poor lighting and was quite crowded.

There were twenty-eight students from a career preparation course sponsored by the Lee County Community Education office. The fifteen men and thirteen women in the class were involved in a work experience/GED training program to increase their employability.

Beattyville is a county seat town which is exemplary of Appalachian Kentucky.

Rural site - Morehead Alternative High School (GED) Rowan County School District

The Rowan County employability skills class met in a model laboratory on the campus of Morehead State University, (see illustration A). The enrollment consisted of fourteen men and one woman.

The students were selected from young adults, enrolled in GED training who had formerly dropped from high school for a variety of reasons ranging from scholastic problems to being involved in criminal court actions.

The class met for one and one half hours each Tuesday and Thursday beginning on March 23, 1978 and ending on June 8, 1978.

An important quote from Mrs. D. Kay Freeland's instructor's log should be noted as it is indicative of the problem found in teaching the Adkins Program to learners with reading skills below grade five:

I have found that the inability to read causes great problems. The class has a very short attention span; thus, the longest a class should be held is from one hour to one and one half hours!

Rural site - Ashland (Paul Blazer High School) CETA Training Program

The Ashland CETA employability skills class was initiated as the result of a class being conducted previously at the Ashland Adult Learning Center. The Ashland CETA class consisted of 12 women and 12 men volunteers from the GED preparation segment of a job readiness program of the Ashland City Schools.

Many difficulties were incurred by the instructor, Mrs. Freeland, and the class in starting the class. Incorrect schedules were circulated to members of the class by CETA staff, no room was initially available, no equipment was provided as previously arranged, etc. The class was later relocated to the site of the previous employability skills class held at the Ashland Adult Learning Center.

Through the difficulties nineteen students completed the four units requested by the initial class survey (four dropped to take jobs). The students were residents of Boyd, Greenup, Carter and Lawrence Counties in the Appalachian region of Eastern Kentucky.

Rural site - Ashland Adult Learning Center

The employability skills class met in an adult basic education classroom at the Ashland Adult Learning Center. Seven women and four men were enrolled. Three women and four men completed the course. One woman dropped to enter Ashland Community College following the successful completion of the GED examination.

The room was small but well-equipped with hardware and software. Electrical outlets were available as well as adequate lighting for the video requirements.

Units 2, 3 and 8 were completed but unit 9 was dropped due to severe winter weather.

Rural site - Mt. Sterling - Montgomery County Adult Vocational School

Ten men and ten women met in an electrical maintenance and electrical construction training classroom at the Montgomery County Vocational School in Mt. Sterling.

This class received all ten units of the Adkins Employability Skills Series during a period of seven months. Ten students completed the course with ten leaving at intervals throughout the duration of the class for a variety of reasons. (Two obtained jobs out of the region, one was hospitalized, two graduated from their vocational specialties, etc.)

The facilities were excellent except for the necessity to bring audio/video hardware from the University to the class on a regular basis.

The students in this class reflected the Appalachian attitudes and values which are documented by many research studies: distrust of persons

from outside the region; very close identity with each other; and a reluctance to leave their home county for any reason.

PeeWee Valley - Oldham County - Kentucky Correctional Institution for Women

This site description is recorded last because it was neither urban or rural, strictly. Nor was it, totally, composed of Kentucky residents. Women from Texas, Missouri, Mississippi and Ohio were in the class, as well as Kentucky residents.

Thirteen women completed four units of the Adkins Employability Skills Series. The class met three hours per day for three days each week beginning on April 24, 1978 and ending on May 31, 1978.

Three women were transferred to other facilities during the class and one was hospitalized to have a child midway into the training.

The facilities were adequate but poorly suited as a classroom. A large basement room used for a garment storage area was set aside for classes. There were no other areas available at the facility which were more suitable. Lighting was excellent, however, and the area was isolated from all but the facility intercom network which was an interrupting influence, but a facility necessity.

All students either had completed a GED program or were receiving instruction during the employability skills training.

Project Performance Plan. The performance plan consisted of two phases of instructional activities. Phase I involved; the selection of two instructors with backgrounds in either adult education or with counseling and teaching concentrations; the ordering of curriculum materials from The Psychological Corporation, publisher of the Adkins Series; the ordering of audio/visual hardware not consistently available through the University media services; the training of the two instructors by the Adkins Life Skills staff by The Psychological Corporation; the selection of research class sites and student groups according to the project design; the initial dissemination of project activities to the general public and appropriate governmental officials to insure successful dissemination activities in Phase II; the delivery of four variably scheduled research classes. Phase II involved: the delivery of five variably scheduled classes and one class using all ten training units (see Appendix XV, page 77); the dissemination of research activities through one Administrator/Teacher Workshop held at Morehead State University to familiarize interested professionals in the methods and techniques of the Adkins Employability Skills Model, the presentation of research data and techniques at three educational conferences (NAPCAE Teacher Training Conference for Region IV held in May, 1978, the Correctional Education Association Conference held in May, 1978, and the Kentucky State Career Education Conference held in June, 1978); the development of a longitudinal survey to be implemented after the first anniversary date of completion of research classes to obtain more reliable statistics regarding the employment benefits to students receiving the training; the encouragement of other agencies and institutions to adopt or adapt the Adkins Series into adult basic education programs, general education development programs, vocational technical programs, industrial programs, community education programs, etc. (See pages 31, 35, and 47)

STATISTICAL TREATMENT OF DATA

The purpose of the project was to field test within three sub-regions of Appalachian Kentucky the feasibility and utilization of a new comprehensive vocational training program: Employability Skills Series of the Adkins Life Skills Program. The accomplishment of this task was shown by the demonstration activities at nine locations within the three sub-regions of Northeastern Kentucky.

The project objectives which were deemed by the staff to be in need of responsible data to measure the effectiveness of the Adkins Program in Kentucky were the student skill improvement sub-objectives. To this end Dr. Francis Osborne, Assistant Professor of Psychology and Special Education at Morehead State University, was engaged as a research consultant to assist the project staff in selecting a data collection program most suitable for measuring these sub-objectives. The Statistical Package for the Social Sciences was selected because of its treatment of descriptive data and availability of cross tabulation of data, if desired.

Next, a student survey was designed for collecting enrollment data and basic information. This information was collected without individual student identification and was concerned with the following information: research class site location; sex of students; ethnic background of students; employment status of students; student financial assistance for training status (if any); overall impression by the students of the Adkins Program; and general areas the students felt the research class helped them toward successful employment.

Following the completion of each unit of instruction the students completed a progress evaluation survey designed by Dr. Winthrop Adkins and

his staff at Teachers College, Columbia University.

The forms and raw data collected may be read in appendixes I through X.

The validity of these results, as in any survey, rests upon the assumption that the answers were unbiased, independently arrived at and not an attempt to "please" the instructional staff. To that end the decision was made not to identify students who responded, although access to some very useful data was forfeited. Limitations of the study were that the evaluation and collection mechanisms were designed after the project was initiated. Also, due to the "open-entry/open-exit" nature of many of the research site arrangements not all students were available when the surveys were taken.

CHAPTER FOUR

RESEARCH RESULTS

Information on one hundred seventy students was collected from nine sites. Of these, fifty-two percent of the students were from the two metro sites and the correctional site, Louisville, Lexington, and Peewee Valley, while forty-eight percent were from the six rural sites.

Approximately, four percent of the students did not respond to the survey for a variety of reasons (i.e. leaving class before survey was administered, hospitalization, employment before units of instruction were completed, etc.).

Site differentiation was not considered as critical for drawing conclusions concerning the utility value of the Adkins Program as was the urban to rural comparative data.

Pertinent information in Table C reveals that thirteen percent of the students surveyed had graduated from high school, but most were currently enrolled in vocational training or other programs which consisted, primarily, of CETA job readiness programs.

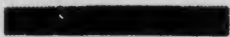
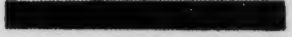
Tables D and E reveal that there was a very even enrollment in the research classes of women to men and urban to rural students. These even enrollment percentages were not predetermined as were the sites but were a natural development at each research site.

Table F reveals that thirty-six percent of the students surveyed were paid by CETA for various degrees of job readiness training. Fourteen percent of the students were receiving no agency assistance for the training they were receiving.

The basic information survey, Appendix XIV b, results reveal that fifty-three point eight percent of the students who entered the employability skills classes did so to "find out what I want to do". Twenty-six point nine percent were "requested" to join the classes by a counselor or teacher in another phase of their personal training. (This was the response labeled "other".)

Basic information questions ten and eleven, Appendix XIV c, reveal that fifty-three percent of the students felt that life skills had been "very helpful" to them. But, more importantly, nearly sixty-eight percent of the students surveyed felt the Life Skills Educator had been "very helpful".

Has Employability Skills helped you in other ways ?

It's given me hope that I can find a job that's good for me.		84% answered yes
I've learned about myself as a person.		66% answered yes
It's made me realize that I can make a good job choice.		82% answered yes
It's made me realize the importance of job training.		72% answered yes

Has Employability Skills affected how you work in your regular class ?

I'm working harder.		23% answered yes
I'm working about the same.		72% answered yes
I'm not working as hard.		5% answered yes

Contrary to Columbia University Teachers College study results the employability skills class did not appear to improve attitudes of students toward other studies or education. It did, however, help students surveyed to realize the importance of job training (72.3%)

and the importance of the GED certificate (50.4%). Eighty-three percent felt more personal confidence in their own abilities to "find a job that's good for me" and "make a good job choice".

Ninety-nine percent of the students surveyed in the research classes would recommend it to their friends.

The specific data which respond to the sub-objectives of the project are best presented in the ten unit response sheets, (Appendix I through X).

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

The reports from staff, research site supervisors, and students revealed an overall positive attitude toward the Adkins Employability Skills materials. It was generally felt that the Adkins training should be incorporated with adult education programs, secondary school career education programs, and post-secondary career readiness programs. Students who could not read at the fifth grade level did not benefit as much as other students from the writing exercises and required modified training techniques to effect a satisfactory application of unit objectives. The group dynamics and individual feelings of contributing to the class appeared to cause students to enjoy the material and participate more than traditional instruction methods may have.

The evaluation survey in the general information appendix reveals that a general favorable rating of the employability skills training was recorded by students.

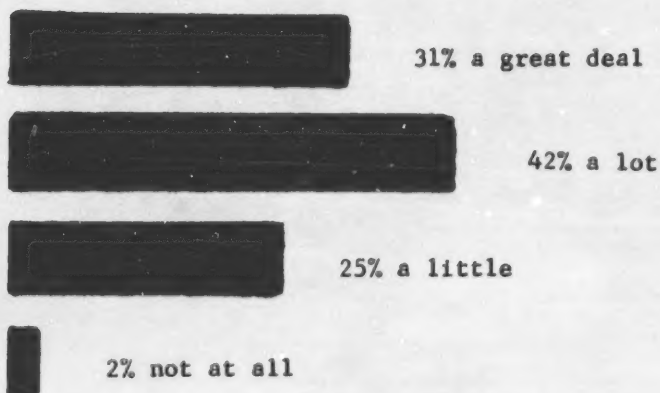
The ten units of instruction very definitely were favorably received by students as is recorded in the following ten unit summary of student survey questionnaires.

UNIT 1: WHO I AM AND WHERE I WANT TO GO

Upon completion of the specific skills objectives of Unit I the students had:

- identified and described their abilities, interest, experiences, and personal characteristics as reflected in their work, school, and leisure activities;
- differentiated between those job factors that are satisfying and those that are dissatisfying to them;
- selected and named job factors that they want included in any satisfactory future job situations;
- verbally presented final evaluations, with evidence from their self-assessment forms, to show how their personal characteristics and experiences are related to their vocational goals.

Students completing Unit I felt that they had learned:

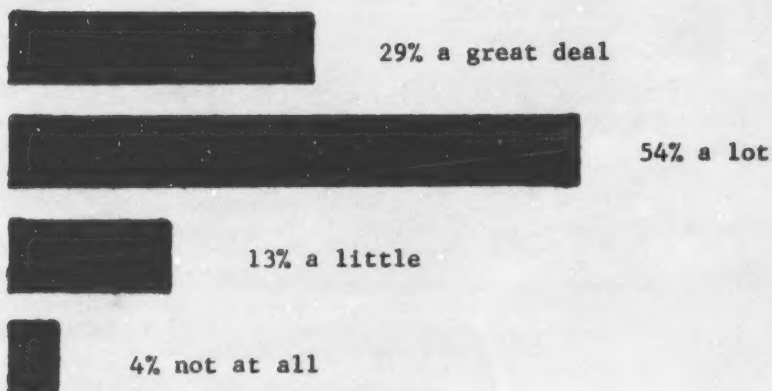


UNIT II: TEN OCCUPATIONAL FIELDS: HOW DO I EXPLORE THEM?

Upon completion of the specific skills objectives of Unit II the students had:

- explored a range of jobs, occupational areas, and industries;
- described some of the jobs and related jobs in the same occupational area;
- used a set of previously defined job categories to explore specific jobs in a structured way;
- compared two jobs on the basis of the previously defined job categories.

Students completing Unit II felt that they had learned:

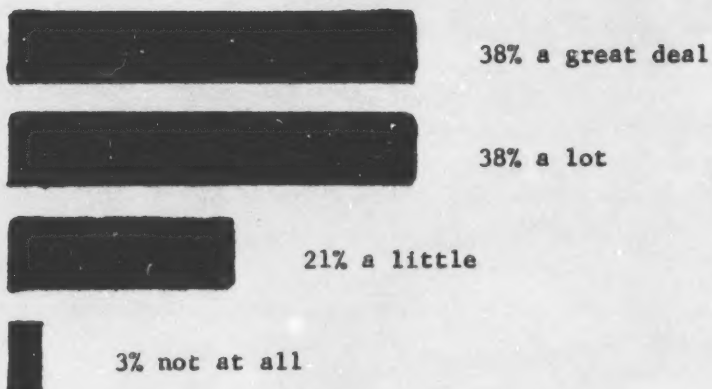


UNIT III: JOBS AND TRAINING: BEGINNING THE SEARCH

Upon completion of the specific skills objectives of Unit III the students had:

- explored various sources of information about jobs and training programs;
- translated want ads in the classified sections of newspapers;
- replied to want ads by making simulated telephone calls in pursuit of job interviews or information;
- written formal business letters in response to selected want ads.

Students completing Unit III felt that they had learned:



UNIT IV: EMPLOYMENT AGENCIES AND PERSONAL CONTACTS

Upon completion of the specific skills objectives of Unit IV the students had:

- identified and described their past problems in using personal contacts and employment agencies and discussed strategies which can increase the usefulness of these resources;
- practiced their ability to approach personal contacts;
- identified various specific personal contacts they could utilize in finding a job or training, and listed some of these contacts;
- discussed the procedures of private and public employment agencies and how they differ;
- filled out application forms for private and public employment agencies, and discussed private employment agency contracts;
- listed employment agencies which they might find useful;
- successfully completed a simulated employment agency interview.

Students completing Unit IV felt that they had learned:

[REDACTED]

55% a great deal

[REDACTED]

32.5% a lot

[REDACTED]

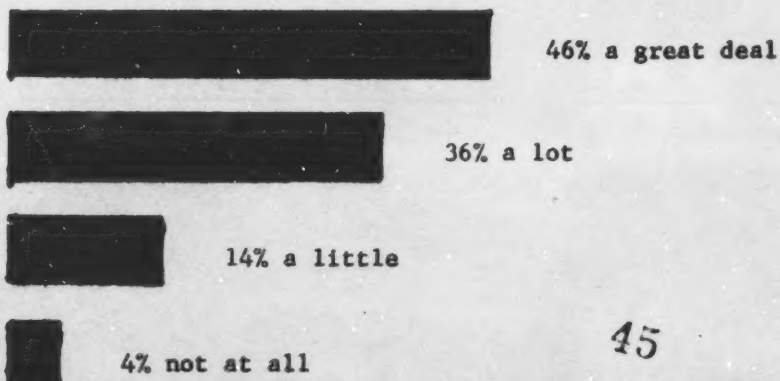
12.5% a little

UNIT V: CHOOSING A GOOD JOB FOR MYSELF

Upon completion of the specific skills objectives of Unit V the students had:

- described their particular problems in making a vocational choice and identified a decision-making strategy to assist them in going through the vocational choice process;
- understood and applied the concept of vocational exploratory behavior by developing personal plans for exploration of their environment, and used these plans to help them formulate job alternatives;
- selected from a list of job factors those they feel are very important or essential in considering job alternatives for themselves;
- identified three job alternatives in which they are interested, and explored these jobs by using their plans for exploration, their lists of important job factors, and a collection of important information about these jobs;
- selected up to ten job factors which they consider to be the most important, and evaluated, compared, and contrasted their three job alternatives in terms of these job factors;
- chosen the most suitable of the three jobs and orally presented it to the class, explaining why this choice is realistic, wise, and achievable.

Students completing Unit V felt that they had learned:

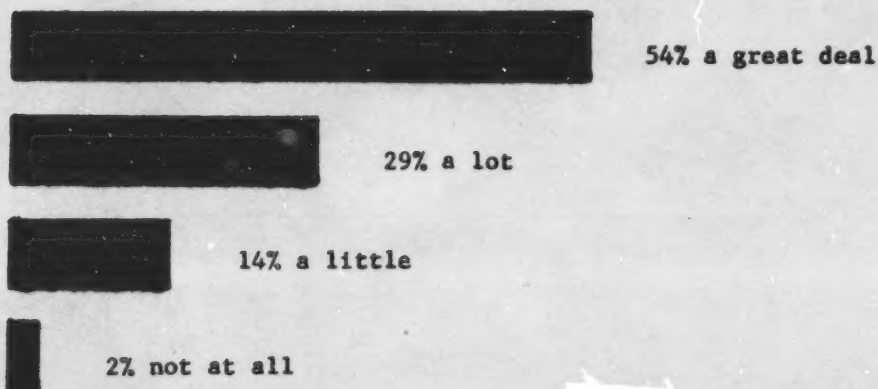


UNIT VI: PLANNING FOR PERSONAL GOALS

Upon completion of the specific skills objectives of Unit VI the students had:

- selected a realistic nonvocational goal;
- stated their goals so that the steps required to achieve the goals are enumerated, any important conditions or details of these goals are specified, and the criteria for successful completion of the goals are carefully defined;
- written out and sequenced the specific steps they have to take to reach their goals;
- made up schedules for a week and provided time in their projected schedules for completing steps toward their goals;
- carried out the first week of their plans to accomplish their goals;
- if possible, delivered a verbal report to the group, explaining how they followed their original week's plans, what problems they encountered, and how they modified their plans.

Students completing Unit VI felt that they had learned:

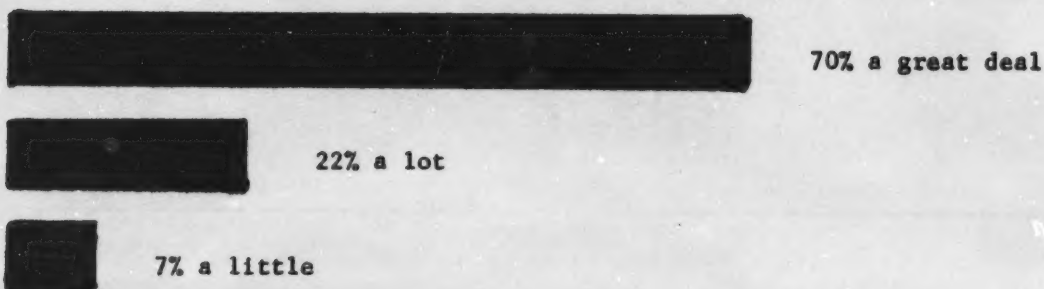


UNIT VII: DEVELOPING A VOCATIONAL PLAN

Upon completion of the specific skills objectives of Unit VII the students had:

- located the stage they are in with regard to the process of achieving vocational goals;
- selected and described their vocational goals;
- identified and determined the proper sequence of stages they will have to complete to prepare for their vocational goals;
- identified, arranged in order, and prepared a summary of the specific steps needed to get through each stage in their vocational plans;
- estimated the time required to complete each stage of their vocational goal plans;
- prepared a time chart for the next two years to show the months in which they will be working on the various stages of their vocational plans.

Students completing Unit VII felt that they had learned:

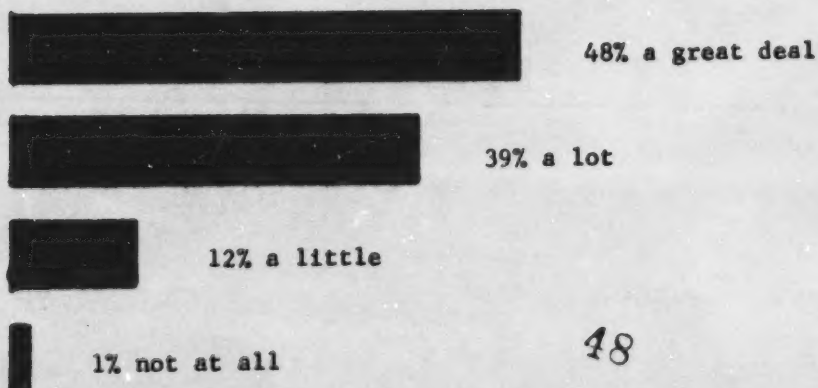


UNIT VIII: LOOKING GOOD ON PAPER

Upon completion of the specific skills objectives of Unit VIII the students had:

- identified the major reasons employers require prospective employees to submit application forms;
- completed a "Personal Data Form" containing detailed information about themselves (school experience, work history, references, special skills, and so forth) that is likely to be requested on application forms;
- identified a number of sensitive or difficult questions often found on application forms, and demonstrated a successful repertoire of responses to such questions;
- recognized, identified, or described common errors that are made on application forms and their likely consequences to the applicant;
- demonstrated successful avoidance of such errors when filling out an employment application form;
- completed an application form which, in the Life Skills Educator's judgment, would be likely to make a favorable impression on a prospective employer.

Students completing VIII felt that they had learned:

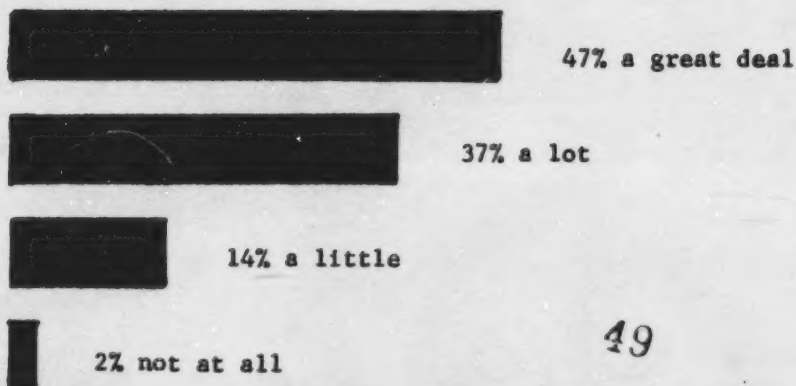


UNIT IX: THE JOB INTERVIEW: HOW TO BE EFFECTIVE

Upon completion of the specific skill objectives of Unit IX the students had:

- described several reasons why most employers feel the job interview is a critical aspect of the selection process;
- demonstrated effective verbal responses to questions concerning job objectives, work history, personal life, and education;
- identified and described a variety of verbal and nonverbal behaviors that are almost always perceived as negative by employment interviewers;
- demonstrated an effective alternative to each of the negative behaviors identified in the previous objective;
- identified, described, and demonstrated a variety of verbal and nonverbal behaviors that are almost always perceived as positive by employment interviewers;
- actually completed simulated employment interviews which, in the judgment of the other students and of the Life Skills Educator, would impress an employment interviewer favorably.

Students completing Unit IX felt that they had learned:



UNIT X: KEEPING MY JOB: HABITS THAT HELP

Upon completion of the specific skill objectives of Unit X the students had:

- identified those obligations and responsibilities that people assume when they accept jobs, and the obligations and responsibilities employers have to their employees;
- described and discussed what happens when employers or employees do not live up to their obligations and responsibilities to each other; the effect on supervisors, co-workers, and customers or consumers, as well as on the employee and employer;
- identified six major areas of difficulty that have the potential for creating problems: breaking into the new job, making mistakes on the job, getting along with co-workers, dealing with authority, managing time on the job, and absenteeism;
- verbally described their own experiences with these problems;
- analyzed several sample problems in each major problem area, and suggested a number of possible solutions for each one;
- identified and discussed a list of good work habits that should relieve or decrease the seriousness of on-the-job problems.

Students completing Unit X felt that they had learned:



49% a great deal



45% a lot



6% a little

50

CHAPTER SIX

RECOMMENDATIONS

- (1) The study should be expanded to include secondary level public school students in both academic and vocational high schools.
- (2) The study should be extended to post-secondary level students with a statistical evaluation of student success in the job market following training as compared to students without the training. Statistical evaluation of job satisfaction should also be made using post-secondary students.
- (3) Adult education centers, manpower service programs, correctional institutions, and vocational/technical schools, should consider incorporating employability skills curriculum into existing job readiness training.
- (4) The Employability Skills Series of the Adkins Life Skills Program should adapt a regional format for its curriculum to make the stimulus and modeling materials more appropriate for the specific requirements of the Appalachian Region.
- (5) Selected audio tapes from the Adkins Series should be retaped for listening clarity. Variations in speaking patterns and diction could be taken into consideration when materials are regionalized according to local employment needs and traditions.

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Eyster, George W., Appalachian Employability Skills Project Proposal submitted to the Bureau of Occupational and Adult Education, U.S. Office of Education, January, 1977.

GLOSSARY OF TERMS

- (1) Adkins Life Skills Program - a "Problem-Centered Structured Inquiry" model designed and directed by Dr. Winthrop R. Adkins, Teachers College, Columbia University. It is a counseling/teaching curriculum aimed at teaching skills to youth and adults, aiding them in coping with a variety of employment, parenting, interpersonal etc. relationships.
- (2) Appalachian Adult Education Center - a program funded by the Adult Education Act of 1966, the AAEC under the direction of George W. Eyster began work in 1967 to improve adult education practices and principles throughout the nation as a result of work generally in the thirteen state Appalachian Region.
- (3) Employability Skills Series - one series within the Adkins Life Skills Program which is a comprehensive career development program for adult education, vocational training, manpower centers (CETA) Drug rehabilitation, corrections, welfare education, schools, and on-the-job training. The Series is designed to help disadvantaged youth and adults to choose, find, get and keep jobs.
- (4) Research Training Site - any adult education center, correctional facility, manpower training center, vocational training school, community education camp or CETA training center which wished to provide the employability skills training to adults engaged in GED training or vocational readiness in Northeastern Kentucky.
- (5) Student or learner (member of a client group) - any adult or young adult who was old enough to be eligible for GED training in the Commonwealth of Kentucky and who wished to receive employability skills training as an additional function to the activities of the research training site with which he/she was already involved.
- (6) Statistical Package for the Social Sciences - The SPSS descriptive data computer program used to correlate the research data gathered from enrollment information forms, basic student information forms and the ten instructional unit surveys completed by the students.

APPENDIXES

		Urban 40%	Rural 60%	
How much has Life Skills helped you to:				
1. express your ideas by speaking	22.7%	38.7%	33.3%	5.3%
	a	a	a	not
	great	lot	little	at
	deal			all
2. express your ideas by writing	28%	22.7%	45.3%	4.0%
	a	a	a	not
	great	lot	little	at
	deal			all
3. express your ideas in a group	24%	48%	25.3%	2.7%
	a	a	a	not
	great	lot	little	at
	deal			all
4. feel more comfortable in working with others	30.7%	46.7%	20.0%	2.7%
	a	a	a	not
	great	lot	little	at
	deal			all
5. learn more about your interests (what you like and dislike)	31.1%	44.6%	24.3%	----
	a	a	a	not
	great	lot	little	at
	deal			all
6. learn more about your abilities (what you are good at and what you are not so good at)	20.0%	48.0%	28.0%	4.0%
	a	a	a	not
	great	lot	little	at
	deal			all
7. learn more about what is important and not important to you in a job	34.7%	44.0%	20.0%	1.3%
	a	a	a	not
	great	lot	little	at
	deal			all
8. learn how "who you are" and what you have done in the past is connected to your future job choice	36%	45.3%	17.3%	1.3%
	a	a	a	not
	great	lot	little	at
	deal			all
9. gain more confidence in yourself	35.1%	35.1%	28.4%	1.4%
	a	a	a	not
	great	lot	little	at
	deal			all

10. learn that other students have the same kind of problems	35.1%	43.2%	20.3%	1.4%
	a	a	a	not
	great	lot	little	at
	deal			all
11. learn from other students	39.2%	40.5%	17.6%	2.7%
	a	a	a	not
	great	lot	little	at
	deal			all

<u>Urban</u>	<u>Rural</u>
66.7%	33.3%

How much have you learned about:

1. job duties	<u>33.3%</u> a great deal	<u>66.7%</u> a lot	<u>-----</u> a little	<u>-----</u> not at all
2. education and training requirements	<u>42.9%</u> a great deal	<u>47.6%</u> a lot	<u>9.5%</u> a little	<u>-----</u> not at all
3. working conditions	<u>38.1%</u> a great deal	<u>52.4%</u> a lot	<u>9.5%</u> a little	<u>-----</u> not at all
4. salaries and benefits	<u>42.9%</u> a great deal	<u>47.6%</u> a lot	<u>9.5%</u> a little	<u>-----</u> not at all
5. unions	<u>9.5%</u> a great deal	<u>57.1%</u> a lot	<u>19%</u> a little	<u>14.3%</u> not at all
6. similar jobs in an occupational area	<u>14.3%</u> a great deal	<u>57.1%</u> a lot	<u>28.6%</u> a little	<u>-----</u> not at all
7. availability of jobs	<u>19%</u> a great deal	<u>57.1%</u> a lot	<u>19%</u> a little	<u>4.8%</u> not at all
8. advancement opportunities	<u>33.3%</u> a great deal	<u>47.6%</u> a lot	<u>9.5%</u> a little	<u>9.5%</u> not at all

		<u>Urban</u> 0%	<u>Rural</u> 100%	
How much have you learned about:				
1. past difficulties you have had in getting and holding jobs	<u>18.4%</u> a great deal	<u>47.4%</u> a lot	<u>15.8%</u> a little	<u>18.4% *</u> not at all
2. where to look for information about jobs	<u>50%</u> a great deal	<u>34.8%</u> a lot	<u>15.2%</u> a little	<u>----</u> not at all
3. how to find out about training programs	<u>23.9%</u> a great deal	<u>37%</u> a lot	<u>39.1%</u> a little	<u>----</u> not at all
4. how to get into training programs	<u>23.9%</u> a great deal	<u>34.8%</u> a lot	<u>37%</u> a little	<u>3.4%</u> not at all
5. understanding want ads	<u>52.2%</u> a great deal	<u>28.3%</u> a lot	<u>19.6%</u> a little	<u>----</u> not at all
6. important questions to ask about a job	<u>50%</u> a great deal	<u>37%</u> a lot	<u>13%</u> a little	<u>----</u> not at all
7. how to use the phone to get information or an appointment	<u>47.8%</u> a great deal	<u>37%</u> a lot	<u>15.2%</u> a little	<u>----</u> not at all
8. how to write business letters	<u>39.1%</u> a great deal	<u>45.7%</u> a lot	<u>13%</u> a little	<u>2.2%</u> not at all

* This reflects the fact that many of our students had never held a job.

UNIT IV
FINAL DATA

% of students

<u>Urban</u>	<u>Rural</u>
	100%

How much have you learned about:

1. how to use employment services	50% a great deal	37.5% a lot	12.5% a little	----- not at all
2. how to get job information from personal friends and acquaintances	50% a great deal	25% a lot	25% a little	----- not at all
3. the differences between public and private employment agencies	25% a great deal	62.5% a lot	12.5% a little	----- not at all
4. how to fill out application blanks	50% a great deal	37.5% a lot	12.5% a little	----- not at all
5. how to present yourself in an interview	100% a great deal	----- a lot	----- a little	----- not at all

UNIT V
FINAL DATA

% of students

57

	<u>Urban</u> 50%	<u>Rural</u> 50%		
How much has Life Skills helped you to:				
1. select possible jobs for yourself	<u>42.3%</u> a great deal	<u>38.5%</u> a lot	<u>15.4%</u> a little	<u>3.8%</u> not at all
2. determine what information is important to have when choosing jobs for yourself	<u>46.2%</u> a great deal	<u>34.6%</u> a lot	<u>15.4%</u> a little	<u>3.8%</u> not at all
3. learn how to make a choice between jobs	<u>53.8%</u> a great deal	<u>23.1%</u> a lot	<u>19.2%</u> a little	<u>3.8%</u> not at all
4. select a job which is right for you	<u>42.3%</u> a great deal	<u>46.2%</u> a lot	<u>7.7%</u> a little	<u>3.8%</u> not at all

UNIT VI
FINAL DATA

% of students

<u>Urban</u>	<u>Rural</u>
0%	100%

How much has Life Skills helped you to:

1. identify a personal goal not connected to your job

<u>56.3%</u>	<u>25%</u>	<u>12.5%</u>	<u>6.3%</u>
a	a	a	not
great	lot	little	at
deal			all

2. learn about the steps needed to reach your goal

<u>56.3%</u>	<u>31.3%</u>	<u>----</u>	<u>----</u>
a	a	a	not
great	lot	little	at
deal			all

3. set up a plan to help you reach your goal

<u>62.5%</u>	<u>25%</u>	<u>12.5%</u>	<u>----</u>
a	a	a	not
great	lot	little	at
deal			all

4. make up a time schedule which includes time to work on your personal goal

<u>37.5%</u>	<u>31.3%</u>	<u>31.3%</u>	<u>----</u>
a	a	a	not
great	lot	little	at
deal			all

UNIT VII
FINAL DATA

% of students

<u>Urban</u>	<u>Rural</u>
<u>0%</u>	<u>100%</u>

How much has Life Skills helped you to:

1. select and describe your own goals in the area of work

<u>66.7%</u>	<u>22.2%</u>	<u>11.1%</u>	<u>----</u>
a	a	a	not
great	lot	little	at
deal			all

2. learn about the steps needed for you to reach your goal

<u>88.9%</u>	<u>11.1%</u>	<u>----</u>	<u>----</u>
a	a	a	not
great	lot	little	at
deal			all

3. set up a time schedule for finishing each of the steps needed to reach your goal

<u>55.6%</u>	<u>33.3%</u>	<u>11.1%</u>	<u>----</u>
a	a	a	not
great	lot	little	at
deal			all

UNIT VIII
FINAL DATA

% of students

<u>Urban</u>	<u>Rural</u>
65.6%	34.4%

How much have you learned about:

1. why employers use application forms	<u>56.3%</u> a great deal	<u>34.4%</u> a lot	<u>9.4%</u> a little	<u>-----</u> not at all
2. how to complete a personal data form	<u>34.4%</u> a great deal	<u>50%</u> a lot	<u>15.6%</u> a little	<u>-----</u> not at all
3. how to answer sensitive or difficult questions	<u>40.6%</u> a great deal	<u>40.6%</u> a lot	<u>15.6%</u> a little	<u>3.1%</u> not at all
4. some mistakes made on applications that might keep you from getting a job	<u>59.4%</u> a great deal	<u>31.3%</u> a lot	<u>9.4%</u> a little	<u>-----</u> not at all

UNIT IX
FINAL DATA

% of students

61

<u>Urban</u>	<u>Rural</u>
42.7%	57.3%

How much have you learned about:

1. the importance of the job interview in the selection process	<u>60.3%</u> a great deal	<u>29.4%</u> a lot	<u>8.8%</u> a little	<u>1.5%</u> not at all
2. giving good answers to questions about your job objectives	<u>45.6%</u> a great deal	<u>39.7%</u> a lot	<u>11.8%</u> a little	<u>2.9%</u> not at all
3. (giving) good answers to questions about your work history and education	<u>47.1%</u> a great deal	<u>38.2%</u> a lot	<u>13.2%</u> a little	<u>1.5%</u> not at all
4. (giving) good answers about your personal life	<u>41.2%</u> a great deal	<u>44.1%</u> a lot	<u>13.2%</u> a little	<u>1.5%</u> not at all
5. behaviors seen as unfavorable by interviewers	<u>29.9%</u> a great deal	<u>43.3%</u> a lot	<u>22.4%</u> a little	<u>4.5%</u> not at all
6. favorable behaviors which can take the place of the unfavorable ones	<u>52.9%</u> a great deal	<u>27.9%</u> a lot	<u>16.2%</u> a little	<u>2.9%</u> not at all
7. behaviors seen as favorable by the interviewers	<u>48.5%</u> a great deal	<u>36.8%</u> a lot	<u>14.7%</u> a little	<u>-----</u> not at all
8. completing an employment interview successfully	<u>53.7%</u> a great deal	<u>32.8%</u> a lot	<u>13.4%</u> a little	<u>-----</u> not at all

UNIT X
FINAL DATA

% of students

Urban 20%	Rural 80%
--------------	--------------

How much have you learned about:

1. your responsibilities (and obligations) as an employee	<u>40%</u> a great deal	<u>56%</u> a lot	<u>4%</u> a little	<u>----</u> not at all
2. the employer's responsibilities (and obligations)	<u>52%</u> a great deal	<u>40%</u> a lot	<u>8%</u> a little	<u>----</u> not at all
3. some problems that result when the employer or employee don't live up to the responsibilities	<u>60%</u> a great deal	<u>36%</u> a lot	<u>4%</u> a little	<u>----</u> not at all
4. problems that can occur when you are:				
a. getting used to a new job	<u>52%</u>	<u>44%</u>	<u>4%</u>	<u>----</u>
b. making mistakes on the job	<u>44%</u>	<u>40%</u>	<u>12%</u>	<u>4%</u>
c. trying to get along with coworkers	<u>48%</u>	<u>44%</u>	<u>8%</u>	<u>----</u>
d. dealing with authority	<u>52%</u>	<u>44%</u>	<u>4%</u>	<u>----</u>
e. trying to manage your time on the job	<u>36%</u>	<u>56%</u>	<u>8%</u>	<u>----</u>
f. absent often	<u>56%</u> a great deal	<u>40%</u> a lot	<u>4%</u> a little	<u>----</u> not at all
5. possible solutions to the problems listed above	<u>44%</u> a great deal	<u>48%</u> a lot	<u>8%</u> a little	<u>----</u> not at all
6. good work habits that help you to avoid some on-the-job problems.	<u>56%</u> a great deal	<u>44%</u> a lot	<u>----</u> a little	<u>----</u> not at all

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MOREHEAD, KENTUCKY 40351

Dear Employability Skills Student:

Well, quite a while has gone by since we worked together in the Adkins Employability Skills class. Because I am trying to help other students prepare for jobs or careers I would like you to help me.

If you would take the time to put your answers on the post card and drop it in the mail, you would help me and many others. The post card is already stamped, so all it needs is your answers.

Thank you for your help.

Sincerely,

Gary W. Wilson

sem

DIRECTIONS AND QUESTIONS SHEET

Please read the questions and place your answers next to the same numbers on the post card. Then drop it in the mail. NEXT, THROW AWAY THE QUESTION SHEET.

1. Write your social security number on your birth date if you do not have a social security number.
2. Write your present address with zip code.
3. Check the correct box--Are you now employed? Yes or No.
4. If you are employed--what is your job?
5. What is the name of your present employer?
6. Since you finished the class how many jobs have you had?
7. What did you learn in the class that has helped you?
8. What schools have you attended since the class?
9. I like my present job. Yes or No.
10. I chose my present job because I liked it. Yes or No.
11. Write any comments you would like to make.

(PUT ANSWERS ON POST CARD)

1. _____ - _____ - _____ or birth date _____
month day year
2. Address _____ Zip _____
3. Employed? YES _____ NO _____
4. Job _____
5. Employer _____
6. _____
7. What has helped you? _____
8. Vocational School _____ College _____ GED Training _____
Nursing School _____ High School _____ Company Paid School _____
9. I like my job. YES _____ NO _____
10. I chose it because I like it. YES _____ NO _____
11. Comments _____

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11. Write any comments you would like to make.

(PUT ANSWERS ON POST CARD)

1. _____ - _____ - _____ or birth date _____
month day year
2. Address _____ Zip _____
3. Employed? YES _____ NO _____
4. Job _____
5. Employer _____
6. _____
7. What has helped you? _____
8. Vocational School _____ College _____ GED Training _____
Nursing School _____ High School _____ Company Paid School _____
9. I like my job. YES _____ NO _____
10. I chose it because I like it. YES _____ NO _____
11. Comments _____

DATA FORM
ON
STUDENT ENROLLMENT

1. Location _____
2. M 43.6% F 56.4%
3. Ethnic group:
 - a 1.4% Indochinese
 - b .7% American Indian
 - c 18.6% Black
 - d _____ Hispanic
 - e 79.3% White
 - f _____ Other
4. Employed 55.4% Unemployed 44.6%
5. Receiving:
 - a 14.3% No assistance
 - b 8.6% WIN
 - c 10.7% Unemployment
 - d 35.7% CETA allowance
 - e 8.6% VA allowance
 - f 17.1% Other
6. Check as many as apply:
 - a 6.4% Enrolled ABE
 - b 56.4% Enrolled GED
 - c 5% Completed ABE
 - d 9.3% Completed GED (graduate)
 - e 12.9% High School graduate
 - f 25% Enrolled Vocational School
 - g 4.3% Completed Vocational School
 - h 5.0% Enrolled in other training/educational program as result of Life Skills
 - i 20.7% Other

PART ABasic Information

% of students

<u>Urban</u>	<u>Rural</u>
52%	48%
<u>Male</u>	<u>Female</u>
38.2%	61.8%

1. How long have you been in the ABE Program?

range from 1 to 48 months
years months weeks

2. What other subjects are you studying? (check all that apply)

reading 28.3%GED 54%math 37.2%Other (Specify) 15.9%English Language (ESL) 24.8% Vocational training 25.7%

3. How long have you been in Life Skills?

range from 1 to 7 months
months weeks

4. Have you ever had a chance to talk about yourself in a group before?

55.9%
yes

44.1%
no

5. Have you ever had a chance to talk and study about jobs and careers before?

49.6%
yes

50.4%
no

6. How did you hear about Life Skills (check one)

10.1% from another student1.7% from seeing a videotape38.7% from a teacher3.4% from meeting the LSE23.5% from a counselor10.1% I was required to attend--- from reading about it12.6% Other _____

7. Why did you come to Life Skills?

53.8% to find out what I want to do

7.6% to change my career

11.8% to get help with my present job

26.9% other _____

8. Which Life Skills Units have you taken? (check)

63% Unit 1. Who I am and Where I want to go

37.8% Unit 2. Ten Occupational Fields: How do I explore them?

47.1% Unit 3. Jobs and Training: Beginning the Search

7.6% Unit 4. Employment Agencies and Personal Contacts

31.1% Unit 5. Choosing a Good Job For Myself

12.6% Unit 6. Planning for Personal Goals

12.6% Unit 7. Developing a Vocational Plan

26.1% Unit 8. Looking Good on Paper

53.8% Unit 9. The Job Interview: How to be Effective

10.9% Unit 10. Keeping my Job: Habits that Help

Questions about Effects of the Program

9. How do you feel about being in Life Skills? (check one)

<u>36.1%</u>	<u>63.9%</u>	<u>-----</u>	<u>-----</u>
one of the	a good	not a good	one of the
best programs	program	program	worst programs
I've been in			I've been in

Why do you feel this way about the program? _____

10. How helpful has Life Skills been to you in learning about yourself and about jobs? (check one)

<u>52.9%</u>	<u>45.4%</u>	<u>1.7%</u>	<u>-----</u>
very	helpful	not too	not helpful
helpful		helpful	at all

11. How helpful do you feel your Life Skills Educator (LSE) has been? (check one)

<u>67.8%</u>	<u>31.4%</u>	<u>-----</u>	<u>.8%</u>
very	helpful	not too	not helpful
helpful		helpful	at all

12. Has Life Skills affected your attendance in the overall Adult Education Program? (check one)

yes 38.1% no 61.9%

If yes, how?

36.4% I come more often than I used to

5% I come less often than I used to

Why? _____

13. How many different jobs have you studied about in Life Skills? (check)

over 10 17.5% 5-10 46.5% 1-4 33.3% 0 2.6%

14. How has Life Skills affected the way you work in other ABE classes such as reading, math, ESL? (check one)

22.5% I'm working harder not in other classes

72.1% I'm working about the same in other classes

5.4% I'm not working as hard as I used to in other classes

Why? _____

15. How has Life Skills helped you in other ways? (check as many as you think apply)

28.6% It's made me realize the importance of learning to read and to do math.

50.4% It's made me realize the importance of getting the GED.

72.3% It's made me realize the importance of job training.

83.2% It's given me the hope that I can find a job that's good for me.

41.2% It's helped me get along better with other students.

28.6% It's made me like myself more.

82.4% It's made me realize that I can make a good job choice.

66.4% I've learned more about myself as a person.

16. Would you recommend the Life Skills programs to your friends?

yes 99.1%

no .9%

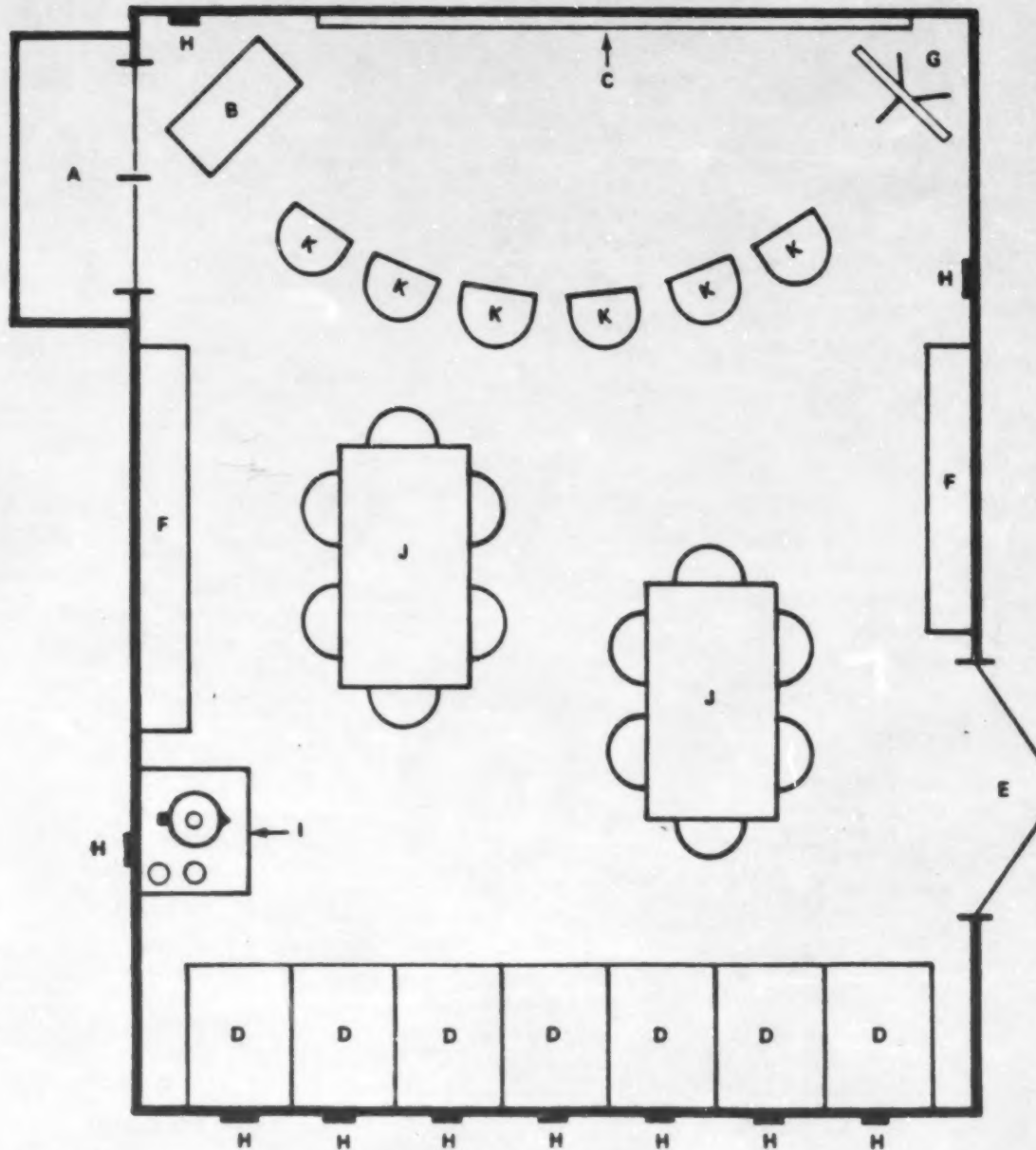
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ILLUSTRATIONS

LIFE SKILLS LAB: SAMPLE LAYOUT

KEY

Illustration



- A Security Closet — large enough to hold all A/V equipment and expensive resource materials
- B Video System on Rolling Cart
- C Blackboard
- D Learning Carrels — minimum of 4
- E Door
- F 3-4 Tiers of Shelving — large enough to hold all unit materials and a complete vocational library
- G Flip Chart
- H Electric outlets (grounded 3-prong) — sufficient number to allow for maximum flexibility with A/V equipment
- I Table w/Coffee Pot and Accessories
- J Tables w/Chairs — to seat 15 students in groups of 3 or 4. Folding tables are preferable.
- K Chairs — to be arranged in a semi-circle for groups of 10-15 students. Additional 3-5 chairs with writing arms should be available.

KENTUCKY



1. Mt. Sterling Vocational School
2. Ashland Adult Learning Center
3. Lexington Bluegrass Manpower
4. Morehead Alternative High School
5. Morehead WIN Group
6. Louisville Dawson Adult Center
7. Louisville Pee wee Valley
8. unused
9. Ashland - CETA
10. Beattyville - Lee County

Illustration B

KENTUCKY Population (in thousands)

STATE TOTAL	3,299.0	Fleming	11.5
Total of Counties in Appalachia	914.0	Floyd	38.6
Adair	13.7	Garrard	9.3
Bath	9.6	Green	10.3
Bell	32.0	Greenup	34.5
* Boyd	52.5	Harlan	39.8
Breathitt	14.5	Jackson	10.1
Carter	20.8	Johnson	18.8
Casey	13.1	Knott	15.6
Clark	25.2	Knox	24.4
Clay	19.4	Laurel	28.9
Clinton	8.4	Lawrence	11.1
Cumberland	6.5	* Lee	6.8
Elliott	5.9	Leslie	12.3
Estill	13.2	Letcher	25.0
		Lewis	12.8
		Lincoln	17.1
		McCreary	13.6
		Madison	43.8
		Magoffin	10.6

Martin	10.1
Menifee	4.2
Monroe	12.4
* Montgomery	16.4
Morgan	10.2
Owsley	5.2
Perry	27.1
Pike	64.8
Powell	7.7
Pulaski	37.9
Rockcastle	12.8
* Rowan	17.9
Russell	11.3
Wayne	14.5
Whitley	26.2
Wolfe	5.8

County figures are 1972 provisional population estimates rounded to the nearest hundred from Federal-State Cooperative Program for Population Estimates, U.S. Bureau of the Census, Series P-26, No. 35.

TABLES

- TABLE A -

10 states ranked by the percentage of population on welfare (based on Aid to Families with Dependent Children, May 1976)

	population	per cent on welfare
Mississippi	2,354,000	7.77
Michigan	9,104,000	7.5
Illinois	11,229,000	7.05
New York	18,084,000	6.78
California	21,520,000	6.6
Massachusetts	5,809,000	6.2
New Jersey	7,336,000	6.1
Hawaii	887,000	6.09
KENTUCKY	3,428,000	5.98
Louisiana	3,841,000	5.94
United States	214,659,000	5.2



Kentucky's poverty ranking

U.S. per capita income by states, 1975

rank - states	amount	difference from national average			
1. Alaska	\$9,448	\$3,546	26. Wisconsin	5,669	-233
2. Connecticut	6,973	1,071	27. Indiana	5,653	-249
3. Illinois	6,789	887	28. Florida	5,638	-264
4. Delaware	6,748	846	29. Texas	5,631	-271
5. New Jersey	6,722	820	30. Missouri	5,510	-392
6. Hawaii	6,658	756	31. Montana	5,422	-480
7. Nevada	6,647	745	32. Arizona	5,355	-547
8. California	6,593	691	33. New Hampshire	5,315	-587
9. New York	6,564	662	34. Oklahoma	5,250	-652
10. Maryland	6,474	572	35. Idaho	5,159	-743
11. Washington	6,247	345	36. Georgia	5,086	-816
12. Michigan	6,173	271	37. Vermont	4,960	-816
13. Wyoming	6,131	229	38. North Carolina	4,952	-950
14. Massachusetts	6,114	212	39. South Dakota	4,924	-978
15. Nebraska	6,087	185	40. Utah	4,923	-979
16. Iowa	6,077	175	41. West Virginia	4,918	-984
17. Kansas	6,023	121	42. Louisiana	4,904	-998
18. Colorado	5,985	83	43. Tennessee	4,895	-1007
19. Pennsylvania	5,943	41	44. KENTUCKY	4,871	-1031
20. Rhode Island	5,841	61	45. Maine	4,786	-1116
21. Ohio	5,810	92	46. New Mexico	4,775	-1127
22. Minnesota	5,807	95	47. Alabama	4,620	-1259
23. Virginia	5,785	117	48. Arkansas	4,620	-1282
24. Oregon	5,769	133	49. South Carolina	4,618	-1284
25. North Dakota	5,737	165	50. Mississippi	4,052	-1850

10 states ranked by the percentage of population receiving food stamps, June 1976

	population	per cent receiving food stamps
Mississippi	2,354,000	15.1
Louisiana	3,841,000	12.2
KENTUCKY	3,428,000	11.86
Hawaii	887,000	11.85
South Carolina	2,848,000	11.27
New Mexico	1,168,000	11.04
Maine	1,070,000	10.94
Arkansas	2,109,000	10.7
Rhode Island	927,000	10.6
Georgia	4,970,000	10.22
United States	214,659,000	7.6

Figures from Bureau of Economic Analysis, U.S. Department of Commerce.

- TABLE B -
YEARS OF SCHOOL COMPLETED BY THE ADULT POPULATION
Kentucky Area Development Districts

ADD	Less than 8		Less than 12		12 Years		Over 12	
	No.	%	No.	%	No.	%	No.	%
Purchase	17,627	18.0	56,805	58.1	26,205	26.8	14,797	15.1
Pennyrife	24,860	25.7	63,516	65.8	23,676	24.5	10,364	10.7
Green River	17,658	18.2	55,840	57.7	27,499	28.4	13,444	13.9
Barren River	31,627	30.9	70,064	68.4	19,882	19.4	12,528	12.2
Lincoln Trail	18,976	22.3	51,482	60.5	22,713	26.7	10,875	12.8
Jefferson	66,728	16.1	222,675	53.8	117,929	28.5	73,107	17.7
Northern Kentucky	27,804	17.9	92,195	59.2	43,923	28.2	19,612	12.6
Buffalo Trace	7,517	26.4	19,880	69.8	6,276	22.0	2,325	8.2
* Gateway	8,525	30.6	20,076	72.1	4,413	15.8	3,380	12.1
* Fivco	15,580	23.4	41,085	61.6	16,595	24.9	8,975	13.5
* Big Sandy	27,513	39.7	53,471	77.1	9,887	14.2	6,025	8.7
* Kentucky River	23,453	43.7	43,130	80.3	5,957	11.1	4,605	8.6
* Cumberland Valley	39,068	40.1	74,832	76.7	13,404	13.7	9,309	9.5
Lake Cumberland	29,014	36.4	61,316	76.9	11,364	14.3	7,004	8.8
Bluegrass	47,922	19.8	127,423	52.7	62,917	26.0	51,112	21.1
KENTUCKY	404,231	23.6	1,053,196	61.5	412,640	24.1	247,462	14.4

*Areas serviced by the Educational Communication Center

Source: Kentucky Council on Public Higher Education, Kentucky College and University Enrollment: Frankfort, Kentucky, 1973.

TABLE C

Graduated	5%	9%	13%	4%	?
Enrolled	6%	56%	NA	25%	26%
	ABE	GED	High School	Voc. School	Other

Educational background of students coming to Employability Skills Project classes.

TABLES D & E

% of students	
male	44%
female	56%
% of students from	
an urban area	52%
a rural area	48%

TABLE F

types of assistance	% receiving assistance
no assistance	14%
WIN	9%
unemployment	11%
CETA allowance	36%
VA allowance	9%
other	17%
no response	4%